

DOCUMENT RESUME

ED 451 988

RC 022 925

TITLE The Montana Small Schools Self-Evaluation Guide, 2000.
INSTITUTION Montana Small Schools Alliance, Helena.; Montana State
Office of Public Instruction, Helena.
PUB DATE 2000-00-00
NOTE 65p.
AVAILABLE FROM For full text:
[http://www.metnet.state.mt.us/MeasurementAccountability
%234927945](http://www.metnet.state.mt.us/MeasurementAccountability%234927945).
PUB TYPE Guides - Non-Classroom (055) -- Tests/Questionnaires (160)
EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Elementary Secondary Education; Institutional
Characteristics; *Institutional Evaluation; *Self Evaluation
(Groups); *Small Schools
IDENTIFIERS *Montana; *School Performance Indicators

ABSTRACT

The Montana School Accreditation Standards require every Montana school to conduct a self-evaluation at least every 10 years. For some small Montana schools this has been an informal process and often more anecdotal than data driven. Using the Montana Statewide Education Profile as a model, a committee of county superintendents, teachers, and school board members developed this self-evaluation guide, which may be tailored to each district and school. For each of 10 indicators, the guide outlines information that the district might want to include in its self-evaluation. The indicators are: (1) program offerings and courses (ratings and plans of action for curriculum, textbooks, and supporting materials in subject areas and special programs); (2) environment for learning (community support, district information to the community, trustees, student behavior problems, related school policies); (3) student achievement and use of assessment results in various subjects and grade levels; (4) school success (district honors, high school completion rate, follow-up on former students, accreditation status, changes in school or district); (5) student services and extracurricular activities; (6) school finance (district costs, revenues, tax levies, revenue allocation, per pupil expenditures by function); (7) school staffing, teacher characteristics, and teaching conditions; (8) student involvement in learning, transitional factors, and attendance; (9) school facilities; and (10) student characteristics. School districts may access an interactive online version of this guide, which contains links to related resources. (SV)



Montana Small Schools Alliance* and The Office of Public Instruction present:



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to
improve reproduction quality.

• Points of view or opinions stated in this
document do not necessarily represent
official OERI position or policy.

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL HAS
BEEN GRANTED BY

*Claude He
Morton*

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

1

THE MONTANA SMALL SCHOOLS SELF-EVALUATION GUIDE 2000

ED 451 988

2

BEST COPY AVAILABLE

3

• College of Education
Health & Human Development
MSU, Bozeman

• Montana Association
of County
School Superintendents

• Montana Rural
Education Center
WMCTM

• Montana
School Boards
Association

RC022925

The Montana School Accreditation Standards require all Montana schools to conduct a self-evaluation at least every ten years. However, for some small Montana schools this has been an informal process and is often more anecdotal than data driven. Schools that participate in federal programs are obligated to report to their public on a regular basis.

Superintendent of Public Instruction Nancy Keenan conducted 15 town meetings in Montana in an effort to determine what information the people of Montana found most useful in evaluating their schools. Based on citizens' responses, the first *Montana Statewide Education Profile* was published by the Office of Public Instruction in April of 1999.

Out of these separate but related issues, the Montana Small Schools Alliance, with significant assistance from OPI, has created this *Montana Small Schools Self-Evaluation Profile*. A committee of county superintendents, teachers, clerks and school board members came together last summer and using the state profile as a guide, created this document, which may be tailored to each district and school. The school district's staff, patrons and public will be able to go in-depth in a variety of areas or simply respond directly to questions under each of the ten indicators. Because this document has been written for all small school districts in Montana to use, there are obviously questions that do not fit each district. For example, under Indicator I, Program Offerings, at the end is a section called Topics. If a school does not have Distance Learning, Title I, After-School Programs, or any of the other headings, the school simply does not click on these areas in the electronic version or does not respond to them in the print version. This is true under each of the ten indicators. The school district chooses the areas under each indicator that are appropriate and of concern. Perhaps at another time, the school district's staff, patrons and public will determine that other areas of the ten indicators are of concern and will respond in-depth to those areas.

In keeping with Montana education moving into the technology age, this document will be most easily used on-line where it will be part of OPI's electronic offerings. It is interactive and school districts can add to or delete areas. They can also use the state profile website to find some of the specific data for this report. In addition, they can access directly other helpful websites and information.

A profound thank you to the committee of small school people who grappled with the content of this profile in the summer and fall of 1999. They include: Susan Gravely, Supervising Teacher and Clerk of Helmville School District; Ron Higgins, Lincoln County School Superintendent; Shirley Isbell, Hill County School Superintendent; Maureen Mannix, Helmville School Trustee; Dan Smith, Supervising Teacher, Fortine School District; and Rachel Vielleux, Missoula County School Superintendent. Ms. Vielleux is also responsible for creating the format and significant editing. A special thanks goes to Dr. Dori Burns Nielson, Director for the Education Profile at OPI, for her overall guidance and Mary Craige, Research Manager at OPI, for giving the document its electronic life.

As schools districts use this program, their feedback will assist with modifying it to reflect what Montanans truly want to know about their schools. In addition, the knowledge gathered will allow school districts to make more informed decisions, to provide their communities with more complete information about their schools, and to improve the quality of education for all our Montana students.



Montana Small Schools Alliance

MONTANA SMALL SCHOOLS SELF-STUDY

MONTANA CONTEXT

The information from the *Montana Statewide Education Profile* (MSEP) can be found at <http://www.metnet.state.mt.us>

<http://www.co.missoula.mt.us/measures> - Although this site has a lot of information applicable to Missoula County, it also has Montana data which can be used to compare and contrast with other areas of the state.

SCHOOL DISTRICT CONTEXT

District Demographics

SCHOOL YEAR _____

1. Enrollment _____

2. School Size Category _____

(1-E through 2-K as found in the Montana Statewide Education Profile (MSEP) Table A-1)

(Circle One)

3. The district has isolation status pursuant to MCA 20-9-302

Yes No

If the answer is yes, explain why _____

4. The district is in a : (Mark One)

____ Large Town/City

____ Fringe Of Large Town/City

____ Small Town

____ Rural

Education Services

(Circle One)

1. The district is part of a Special Education Cooperative

Yes No

2. The district is part of the following other cooperatives (Mark all that apply)

____ Curriculum Consortium

____ Buying Materials

____ Sharing a Specialist

____ Other (Explain) _____

3. Other services/programs which would help your district if provided by a cooperative:

SCHOOL DISTRICT CONTEXT

Community Factors

(Answer In Space Provided)

4. The residents of the district have the following educational attainment: *(Compare to MSEP Table A-3)* _____
5. The residents of the district have the following income *(Compare to MSEP A-4)*: _____
6. Children Living with Working Parents *(Compare to MSEP Table A-5)* _____

Implications

What implications do these district context figures have for your district and its educational programs?

ENTER SCHOOL YEAR TO BE EVALUATED _____
ENTER DATE OF EVALUTION (Month, Year) _____

CODES FOR INDICATOR GRIDS

The Following Codes Should Be Used In The Grids For Indicators 1, 2, 3, 5, 6, 7, 8, and 9

CODES: For the codes column in each grid, please indicate the code number(s) below which best describe the reason for your rating:

- | | |
|------------------------------------|----------------------------------|
| 1. <i>State Funding</i> | 7. <i>Physical Plant</i> |
| 2. <i>Community Resources</i> | 8. <i>Resources</i> |
| 3. <i>Staff Skills / Knowledge</i> | 9. <i>Enrollment Changes</i> |
| 4. <i>Appropriate Staff</i> | 10. <i>Time</i> |
| 5. <i>Record Keeping</i> | 11. <i>Transportation Issues</i> |
| 6. <i>Leadership</i> | 12. <i>Other</i> |

(Note: The code list will also show up as a pop-up box when you move your mouse to the Codes heading in the electronic version.)

Indicator 1: PROGRAM OFFERINGS AND COURSES

Curriculum and supportive programs of local schools / districts, based on clear standards, provide a solid academic basis to help all students succeed

PROGRAM AREA	Rating			Codes	Plan of Action
	Needs Work	Satisfactory	Exemplary		
Reading					
Curriculum					
Curriculum Evaluation Process					
Textbooks					
Supporting Materials					
Communication Arts					
Curriculum					
Curriculum Evaluation Process					
Textbooks					
Supporting Materials					
Mathematics					
Curriculum					
Curriculum Evaluation Process					
Textbooks					
Supporting Materials					
Science					
Curriculum					
Curriculum Evaluation Process					
Textbooks					
Supporting Materials					

NOTE: Each district should tailor these curricular areas to match the program offerings in the district. It may be appropriate, for example, to list individual parts of the arts program or list individual fields in the sciences.

Indicator 1: PROGRAM OFFERINGS AND COURSES

Curriculum and supportive programs of local schools / districts, based on clear standards, provide a solid academic basis to help all students succeed.

PROGRAM AREA	Rating			Codes	Plan of Action
	Needs Work	Satisfactory	Exemplary		
<i>Social Studies</i>					
Curriculum					
Curriculum Evaluation Process					
Textbooks					
Supporting Materials					
<i>Arts</i>					
Curriculum					
Curriculum Evaluation Process					
Textbooks					
Supporting Materials					
<i>Health Enhancement</i>					
Curriculum					
Curriculum Evaluation Process					
Textbooks					
Supporting Materials					
<i>Workplace Competencies</i>					
Curriculum					
Curriculum Evaluation Process					
Textbooks					
Supporting Materials					
<i>World Languages</i>					
Curriculum					
Curriculum Evaluation Process					
Textbooks					
Supporting Materials					

Indicator 1: PROGRAM OFFERINGS AND COURSES

Curriculum and supportive programs of local schools / districts, based on clear standards, provide a solid academic basis to help all students succeed

PROGRAM AREA	Rating			Codes	Plan of Action
	Needs Work	Satisfactory	Exemplary		
Technology					
Technology Plan					
Hardware					
Software					
Curriculum Integration					
Exploratory Courses					
Curriculum					
Curriculum Evaluation Process					
Textbooks					
Supporting Materials					
OTHER:					
Curriculum					
Curriculum Evaluation Process					
Textbooks					
Supporting Materials					
OTHER:					
Curriculum					
Curriculum Evaluation Process					
Textbooks					
Supporting Materials					

NOTE: Each district should tailor these curricular areas to match the program offerings in the district. It may be appropriate, for example, to list individual parts of the arts program or list individual fields in the sciences.

Indicator 1: PROGRAM OFFERINGS AND COURSES

Curriculum and supportive programs of local schools / districts, based on clear standards, provide a solid academic basis to help all students succeed.

PROGRAM AREA	Rating			Codes	Plan of Action
	Needs Work	Satisfactory	Exemplary		
<i>Special Education</i>					
<i>Distance Learning</i>					
<i>Kindergarten</i>					
<i>Title I, II, IV, VI</i>					
<i>Gifted and Talented</i>					
<i>Community Service</i>					
<i>Other (List):</i>					
<i>Other (List):</i>					
<i>Other (List):</i>					

NOTE: Each district should tailor these areas to match the special offerings in the district.

Other Links:

State by State Curriculum Standards
<http://www.achieve.org>

Methods for Evaluating Curriculum
http://www.ncrel.org/cgi-bin/tripper/make_doc1.cgi

OPI Program Standards
<http://www.opi.mt.gov/PDF/AccreditationStandards.pdf>

Indicator 2: ENVIRONMENT FOR LEARNING

A positive climate provides students equal opportunities to learn challenging and relevant material, welcomes parents and the community, assures the safety of students, and provides a setting that is conducive to learning.

COMMUNITY ENVIRONMENT	Rating				Codes	Plan of Action
	Never	Sometimes	Always	Not Applicable		
Community Support						
Voters Approve Levies						
Community Members Regularly Attend District/ School Functions						
Community Members Use School Facilities To Schedule Non-School Events						
District Offers Adult Education Programs						
District Or Community Has Special Events To Honor Teachers And Administrators						
District Has Special Events To Honor Community Members Who Provide Service						
Parents And Community Members Provide Volunteer Service						
District Information						
District Publishes A Newsletter On A Frequent, Predictable Basis						
District Has An Updated Web Page						
Teachers Get Information About District / Schools In A Timely Manner						
Students Get Information About District / Schools In A Timely Manner						
Parents Get Information About District / Schools In A Timely Manner						
Community Members Get Information About District / Schools In A Timely Manner						

Indicator 2: ENVIRONMENT FOR LEARNING

A positive climate provides students equal opportunities to learn challenging and relevant material, welcomes parents and the community, assures the safety of students, and provides a setting that is conducive to learning.

COMMUNITY ENVIRONMENT	Rating				Codes	Plan of Action
	Never	Sometimes	Always	Not Applicable		
Trustees						
Trustee Recruitment Is A Problem						
A High Percentage Of Voters Participate In District Elections						
Trustees Attend Professional Development Workshops						
District / School Policies Are Current, Appropriate, And Reviewed In A Timely Manner						
Public, Staff And Students Have Access To District / School Policies And Accreditation Standards						
Trustees' Opinions Are Generally Aligned With That Of The Public						

22

23

Indicator 2: ENVIRONMENT FOR LEARNING

A positive climate provides students equal opportunities to learn challenging and relevant material, welcomes parents and the community, assures the safety of students, and provides a setting that is conducive to learning.

DISTRICT /SCHOOL ENVIRONMENT	TRUE	FALSE	IF TRUE, Describe How District Dealt With The Incident(s)	What Future Action Is Needed?
Disciplinary Actions				
District Has Had A Serious Incident Within The Past Three Years Which Led To Student Suspensions Or Expulsions				
District Has Had Problems In the Last Three Years With Students Involved With The Following:				
Alcohol				
Tobacco				
Other Drugs				
Weapons				
Vandalism				
Hate Crimes				
Staff Or Student Murdered				
Staff Or Student Committed Suicide				
Are There Policies And Procedures In Place To Address The Above Issues?				
			YES	NO
Other Links:				
<u>Assessing School Environments</u>		<u>Survey of Perceived Safety Issues In The School</u>		
http://www.pta.org/programs/appenda.htm		http://www.nea.org/issues/safescho/ssmanual.pdf		

BEST COPY AVAILABLE

Indicator 3: STUDENT ACHIEVEMENT

Clear standards and expectations for what students should know and be able to do provide the foundation for a common core of knowledge and skills. Monitoring progress toward those expectations is an important means for determining individual, school, and district performance.

	Rating			Codes	Plan of Action
	Needs Work	Satisfactory	Exemplary		
For the following topics, enter the grade levels on the blank in the gray area and the subject in the white area next to the ● symbol. Proposed grade levels and suggested subjects to evaluate are shown below, followed by several untitled grids.					
GRADES:					
● READING					
Variety Of Assessments Available To Determine Student Progress Toward Standards					
Assessment Results Used To Revise Curriculum And Instruction And To Improve Student Achievement					
Student Progress Is Evident And Measurable From Assessment Results					

Grades K-4, Grades 5-8, Grades 9-12

- | | | | |
|--------------------------|--|------------------------------|---------------------------------|
| ● <u>Reading</u> | ● <u>Communication Arts</u> | ● <u>Mathematics</u> | ● <u>Science</u> |
| ● <u>Social Studies</u> | ● <u>Health Enhancement/Physical Education</u> | ● <u>Arts</u> | ● <u>Workplace Competencies</u> |
| ● <u>World Languages</u> | ● <u>Technology</u> | ● <u>Exploratory Courses</u> | |

BEST COPY AVAILABLE

Indicator 3: STUDENT ACHIEVEMENT

Clear standards and expectations for what students should know and be able to do provide the foundation for a common core of knowledge and skills. Monitoring progress toward those expectations is an important means for determining individual, school, and district performance.

	Rating			Codes	Plan of Action
	Needs Work	Satisfactory	Exemplary		
For the following topics, enter the grade levels on the blank in the gray area and the subject in the white area next to the o symbol. Proposed grade levels and suggested subjects to evaluate are shown below, followed by several untitled grids.					
GRADES:					
o					
Variety Of Assessments Available To Determine Student Progress Toward Standards					
Assessment Results Used To Revise Curriculum And Instruction And To Improve Student Achievement					
Student Progress Is Evident And Measurable From Assessment Results					
GRADES:					
o					
Variety Of Assessments Available To Determine Student Progress Toward Standards					
Assessment Results Used To Revise Curriculum And Instruction And To Improve Student Achievement					
Student Progress Is Evident And Measurable From Assessment Results					

BEST COPY AVAILABLE

Indicator 3: STUDENT ACHIEVEMENT

Clear standards and expectations for what students should know and be able to do provide the foundation for a common core of knowledge and skills. Monitoring progress toward those expectations is an important means for determining individual, school, and district performance.

	Rating			Codes	Plan of Action
	Needs Work	Satisfactory	Exemplary		
For the following topics, enter the grade levels on the blank in the gray area and the subject in the white area next to the ● symbol. Proposed grade levels and suggested subjects to evaluate are shown below, followed by several untitled grids.					
GRADES: _____					
●					
Variety Of Assessments Available To Determine Student Progress Toward Standards					
Assessment Results Used To Revise Curriculum And Instruction And To Improve Student Achievement					
Student Progress Is Evident And Measurable From Assessment Results					
GRADES: _____					
●					
Variety Of Assessments Available To Determine Student Progress Toward Standards					
Assessment Results Used To Revise Curriculum And Instruction And To Improve Student Achievement					
Student Progress Is Evident And Measurable From Assessment Results					

Indicator 4: SCHOOL SUCCESS

Completion of high school significantly increases the opportunities for students to lead successful lives.

SCHOOL YEAR _____

District Honors And Awards:

	Type of Honor / Award	Comments
Academics		
Athletics		
Contests		
Arts and Music		
Scholarships		
Citizenship / Merit Awards		
Teacher Honors		
Other: (List)		
Other: (List)		
Other: (List)		

High School Completion Rate *:

	# of Students			
Number of Graduates For The School Year Evaluated (g)		Completion Rate Formula = $\frac{g}{g + d12 + d11 + d10 + d9}$		
Number of Dropouts Grade 12 For This School Year's Graduating Class (d12)				
Number of Dropouts Grade 11 For The Previous School Year (d11)				
Number of Dropouts Grade 10 Two School Years Prior (d10)				
Number of Dropouts Grade 9 Three School Years Prior (d9)		Acceptable	Needs Work	What Further Action is Needed?
High School Completion Rate (use formula)	%			

(on web page calculated based on above responses)

* NOTE: Elementary Districts may wish to compile completion information for their students.

Indicator 4: SCHOOL SUCCESS

Completion of high school significantly increases the opportunities for students to lead successful lives.

Follow-up Results for Students No Longer Enrolled:

This may include follow-up on grade school and high school students. The data may involve follow-up on math grades in high school, involvement in students activities, post-secondary attendance / success, unemployment rates, or anecdotal information on student achievements after graduation.

<i>Type of Follow Up</i>	<i>Date Conducted</i>	<i>Major Findings</i>	<i>Comments</i>

Accreditation Status

Year	Accreditation Status Awarded	What Further Action Is Needed?
1998-1999		
1997-1998		
1996-1997		

Looking at the three years above, is there a pattern that is evident?

(Mark One)

Yes No

If Yes, What Action Is Needed?

Indicator 4: SCHOOL SUCCESS

Completion of high school significantly increases the opportunities for students to lead successful lives.

Changes In The School

The District has implemented the following significant changes in the last three years which impacted one of the ten indicators in the Montana profile:

SCHOOL YEARS (1) _____ (2) _____ (3) _____

<i>Changes Implemented</i>	<i>Date</i>	<i>Indicators Impacted</i>	<i>Comments</i>

Future Changes

The District Would Like To Make The Following Changes:

<i>Changes Planned</i>	<i>Target Date</i>	<i>Comments</i>

BEST COPY AVAILABLE

Indicator 5: STUDENT SERVICES AND ACTIVITIES

Students make many decisions that affect their futures. Comprehensive guidance programs, library services, and student activity programs broaden and enrich students' educational experiences.

TOPICS	Rating			Codes	Plan of Action
	Needs Work	Satisfactory	Exemplary		
Rate the following services/activities. Suggested areas to evaluate are given. Titles may be edited to include local topic areas					
<i>Counseling Services</i>					
Personal Skills					
Social Skills					
Educational Planning					
Career Planing					
<i>Special Education</i>					
Personal Skills					
Social Skills					
Educational Planning					
Career Planing					
<i>Student Transportation</i>					
Personal Skills					
Social Skills					
Educational Planning					
Career Planing					
<i>Other Services (school nurse, social worker)</i>					
Personal Skills					
Social Skills					
Educational Planning					
Career Planing					

Indicator 5: STUDENT SERVICES AND ACTIVITIES

Students make many decisions that affect their futures. Comprehensive guidance programs, library services, and student activity programs broaden and enrich students' educational experiences.

TOPICS	Rating			Codes	Plan of Action
	Needs Work	Satisfactory	Exemplary		
Rate the following services/activities. Suggested areas to evaluate are given. Titles may be edited to include local topic areas					
Community Sponsored (4-H, Little League)					
Personal Skills					
Social Skills					
Educational Planning					
Career Planing					
OTHER (List):					
Personal Skills					
Social Skills					
Educational Planning					
Career Planing					
OTHER (List):					
Personal Skills					
Social Skills					
Educational Planning					
Career Planing					
OTHER (List):					
Personal Skills					
Social Skills					
Educational Planning					
Career Planing					

Indicator 5: STUDENT SERVICES AND ACTIVITIES

Students make many decisions that affect their futures. Comprehensive guidance programs, library services, and student activity programs broaden and enrich students' educational experiences.

School Year _____	(Column A)	(Column B)	(Column A + B)
Extracurricular Activities	# Of Students	# Eligible Students	% Participation of Eligible Students
Band	_____	_____	_____
Chorus	_____	_____	_____
Drama	_____	_____	_____
Speech	_____	_____	_____
Intramurals	_____	_____	_____
School Paper/Yearbook	_____	_____	_____
Student Web Page / Tech Assistance	_____	_____	_____
Basketball-Boys	_____	_____	_____
Basketball-Girls	_____	_____	_____
Track-Boys	_____	_____	_____
Track-Girls	_____	_____	_____
Wrestling- Boys	_____	_____	_____
Football-Boys	_____	_____	_____
Volleyball-Girls	_____	_____	_____
Softball-Girls	_____	_____	_____
Other Sport: _____	_____	_____	_____
Other Sport: _____	_____	_____	_____
Other Sport: _____	_____	_____	_____
Odyssey of the Mind	_____	_____	_____
After-School Programs	_____	_____	_____
Clubs _____	_____	_____	_____
Clubs _____	_____	_____	_____
Essay / Other Contests	_____	_____	_____
Special Event Programs	_____	_____	_____
Other _____	_____	_____	_____
Other _____	_____	_____	_____

BEST COPY AVAILABLE

Are significant numbers of the overall student population involved in these activities?

YES**NO**

How does involvement in these activities impact the students' educational experience?

Indicator 6: SCHOOL FINANCE

Financial resources must be allocated efficiently and effectively to meet the educational needs of students.

School Year _____

	Statewide Average Cost per Student in 1996-97 School Year:	THIS DISTRICT AVERAGE COST PER STUDENT FOR THE EVALUATED SCHOOL YEAR
Elem. District	\$5,390	
HS District	\$6,585	
K-12 District	\$6,177	
Overall Avg.	\$5,811	

How Do The District's Figures Compare To the State's Figures And What Are The Implications For Meeting The Needs Of Students? _____

Percent Of Per Pupil Expenditures By Function

These numbers may be compared to similar sized districts found in Appendix L of the Montana State Education Profile

	Instruction	Student Services	General Admin.	Bldg. Admin.	Ops. And Maint.	Pupil Trans.	Bonds/ Other Facilities
DISTRICT	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %
1996-97 State Ave.	<u>56.4</u> %	<u>7.3</u> %	<u>5.4</u> %	<u>5.2</u> %	<u>9.9</u> %	<u>5.0</u> %	<u>10.9</u> %

Which areas are significantly different from the state average and why do these differences exist? _____

DISTRICT REVENUE

District Receives Revenue From The Following Sources:

	Amount	Percent
(a) Local Property Taxes	\$ _____	_____ % (a) ÷ (f)
(b) State Aid To Schools	\$ _____	_____ % (b) ÷ (f)
(c) Federal Revenue	\$ _____	_____ % (c) ÷ (f)
(d) County Distribution	\$ _____	_____ % (d) ÷ (f)
(e) Other	\$ _____	_____ % (e) ÷ (f)
TOTAL	(f) _____	100%

Indicator 6: SCHOOL FINANCE

Financial resources must be allocated efficiently and effectively to meet the educational needs of students.

TAX LEVIES

Local Property Tax Revenue From Voted And Permissive (Non-Voted) Levies:

	Amount	Percent
Voted	\$ _____	_____%
Permissive	\$ _____	_____%
TOTAL	_____	100%

VOTED LEVY HISTORY FOR PAST FIVE YEARS:

SCHOOL YEAR	DID YOU CONDUCT A VOTE DLEVY		LEVY AMOUNT	# OF YES VOTES	# OF NO VOTES	POSSIBLE REASONS FOR OUTCOME
	Yes	No				
1994-1995						
1995-1996						
1996-1997						
1997-1998						
1998-1999						

AUDITS / REVIEWS

The District's last audit or financial review of the _____ school year(s) resulted in the following findings:

<i>Major Findings</i>	<i>Action Based On Findings</i>

Indicator 6: SCHOOL FINANCE

Financial resources must be allocated efficiently and effectively to meet the educational needs of students.

REVENUE ALLOCATION

The District allocates revenues to these areas to attain specified goals in school improvement:

School Year _____

Rating

Plan of Action

Areas

Needs Work

Satisfactory

Exemplary

Codes

Areas Allocated Revenues

Professional Development					
Technology Purchases					
Curriculum Revision					
Gifted and Talented Students					
Special Education Students					
At-Risk Students					
Academic Recognition					
Physical Plant Improvement					
Other					

Looking at the revenue sources, which specific sources could be increased to meet the educational needs of the students? _____

BEST COPY AVAILABLE

Indicator 7: SCHOOL STAFFING & TEACHER CHARACTERISTICS

At the heart of the learning process is the interaction between teachers and students in the classroom. Academic achievement hinges, in large part, on the quality of the interaction, which is influenced by a variety of factors.

	Rating			Codes	Plan of Action
	Needs Work	Satisfactory	Exemplary		
Characteristics					
Class Sizes Meet The State Accreditation Standards					
Teacher Turnover Per Year					
Teachers Are Certified And Endorsed in the Areas They Teach					
Teachers Have Preparation Time					
Teachers Have Opportunities For Professional Development					
Professional Development Is Aligned With Curricular Goals					
Teachers In Multi-Grade Classrooms Have Training In Multi-Grade Teaching					
The District Provides A Benefits Package					
Teachers Perform Additional Duties Outside Of Teaching Day					
Teachers Are Given Extra Pay For Extra Duties					
Teachers Are Given Extra Pay For Curriculum And Assessment Development					
District Utilizes A Formative And Summative Teacher Evaluation System					

Indicator 7: SCHOOL STAFFING & TEACHER CHARACTERISTICS

At the heart of the learning process is the interaction between teachers and students in the classroom. Academic achievement hinges, in large part, on the quality of the interaction, which is influenced by a variety of factors.

School Year _____	Rating			Codes	Plan of Action
	Needs Work	Satisfactory	Exemplary		
Characteristics					
Teachers Have Input Into Policy Changes					
Teachers Participate In Hiring New Staff Members					
District Has Adequate Substitute Teachers					

Indicator 8: STUDENT INVOLVEMENT IN LEARNING

Learning increases with the amount of time spent learning. Maximum time engaged in learning activities develops skills that will contribute to success as lifelong learners.

	Rating			Codes	Plan of Action
	Needs Work	Satisfactory	Exemplary		
<i>Student Involvement</i>					
Students Are Given Opportunities To Have Input Into Rules And Policies That Affect Them					
Students Feel Valued By Teachers And Staff					
Teachers Recognize Different Learning Styles And Adjust Their Instruction Accordingly					
Students Are Actively Engaged In Learning					
<i>Transition</i>					
Students Are Given Assistance In Transitioning To High School Or Other Schools					
The Elementary And High School Curricula Are Coordinated					

BEST COPY AVAILABLE

Indicator 8: STUDENT INVOLVEMENT IN LEARNING

Learning increases with the amount of time spent learning. Maximum time engaged in learning activities develop skills that will contribute to success as lifelong learners.

ATTENDANCE**Absenteeism By Grade Levels:****SCHOOL YEAR** _____

Grade Levels	<u>Oct. Fall Report</u>		<u>February Report</u>		Total Absent (b+d)	Overall Total (a+b+c+d)	Total Absent + Overall Total (b+d) (a+b+c+d)	97 MT State Ave		Comments
	# Present (a)	# Absent (b)	# Present (c)	# Absent (d)				# Present	# Absent	
K-6								94.8%	5.2%	
7-8								93.5%	6.5%	
9-12								91.7%	8.3%	

Is Absenteeism A Significant Problem In This District?*(Circle One)***YES NO****If YES, What Actions Are Planned To Reduce Absenteeism?**_____
_____*(Circle One)***Is Tardiness A Significant Problem In This District?****YES NO****If YES, What Actions Are Planned To Reduce Tardiness?**_____
_____**Estimate the percent of high school students who also have jobs** _____**For those students with jobs , what are the implications for time spent engaged in learning?**_____

Safe, functional, and efficient school facilities enhance the learning environment and the educational and program goals of students and educators.

	Rating			Plan of Action	
	Needs Work	Satisfactory	Exemplary	Codes	
Facilities					
Building Condition					
Functional Capacity Relative To The Number Of Students					
Allocation Of Space To Functions					
Staff Preparation Area					
Compliance With Safety Codes					
ADA Compliance					
Maintenance Plan					
Emergency First Aid Equipment					
Safety From Intruders					
Policies For Public Use					
Classrooms					
Library					
Gymnasium					
Auditorium					
Playground					

HISTORY OF SCHOOL: Please provide a history of your school facilities:

Facility	History

BEST COPY AVAILABLE

58
59

Indicator 10: BACKGROUND CHARACTERISTICS OF STUDENTS

Information on the characteristics of students helps provide the context necessary for schools to assess the needs of their students.

STUDENT PROFILE

SCHOOL YEAR _____

List the number of students who fit the following descriptions:

Race/Ethnicity	# of Students			Total from (d) ÷ Total Enrollment (a)	Implications
	(b)	(c)	(d)		
	Male	Female	Total (b+c)		
Asian				%	
Black				%	
Hispanic				%	
American Indian / Eskimo				%	
Hawaiian Native				%	
White				%	
Total Enrollment			(a)	100%	

Mobility	# of Students			Total from (g) ÷ Total Enrollment from above (a)	Implications
	(e)	(f)	(g)		
	Male	Female	Total (e+f)		
Moved Out of District Last Year				%	
Moved Into District Last Year				%	

Socio-Economic Status	# of Students			Total from (j) ÷ Total Enrollment from above (a)	Implications
	(h)	(i)	(j)		
	Male	Female	Total (h+i)		
Qualify for Free And Reduced Lunch				%	

Indicator 10: BACKGROUND CHARACTERISTICS OF STUDENTS

Information on the characteristics of students helps provide the context necessary for schools to assess the needs of their students.

Identified as:	# of Students			Total of (m) + Total Enrollment from above (a)	Implications
	(k)	(l)	(m)		
	Male	Female	Total (k+l)		
Gifted and Talented				%	
Special Education				%	
Title I				%	
English as Second Lang.				%	
Migrant				%	
Total				100%	

Other Characteristics	# of Students			Total from column (p) + Total Enrollment from above (A)	Implications
	(n)	(o)	(p)		
	Male	Female	Total (n+o)		
Come From A Culture Different From The Pre- dominate One for This District				%	

BEST COPY AVAILABLE

Indicator 10: BACKGROUND CHARACTERISTICS OF STUDENTS

Information on the characteristics of students helps provide the context necessary for schools to assess the needs of their students.

TOLERANCE OF OTHERS

The District Does The Following To Help Students Understand And Appreciate Other Cultures:

<i>Activities</i>	<i>Results</i>	<i>Further Action Planned</i>

BEST COPY AVAILABLE

65

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name
Address

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse: **ERIC/CRESS AT AEL**
1031 QUARRIER STREET - 8TH FLOOR
P O BOX 1348
CHARLESTON WV 25325

phone: 800/624-9120

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
1100 West Street, 2nd Floor
Laurel, Maryland 20707-3598

Telephone: 301-497-4080
Toll Free: 800-799-3742
FAX: 301-953-0263
e-mail: ericfac@inet.ed.gov
WWW: <http://ericfac.piccard.csc.com>